**K-5 Math Lesson Plan**

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| **Teacher: Natsis, Anderson, Austin, Benson** | | | **Grade: K** | | | **Date(s)**: |
| **Unit Title:** Know number names and the count sequence. | | | | **Corresponding Unit Task:** K.CC.2 Count forward beginning from a given number within the known sequence. | | |
| **Essential Question(s):** What does a number represent? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**   * Book: Good Night, Gorilla * 3x5 index cards | | **Student:**   * Sentence strip * Zoo animal pieces | | | count | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**   * K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). * K. CC. 3 Write numbers 0-20. Represent a number of objects with a written numeral 0-20 with 0 representing a count of no objects. * K. CC. 1 Count to 100 by ones and tens. | | | | | |
| **I Can Statement(s):**   * I can understand that digits have names. * I can say the digits out loud. * I can identify the digits on paper. | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Read aloud Good Night, Gorilla by Peggy Rathmann. The children will then act out “Animal Action” by Steve and Greg to get them excited about the activities to come. | | | | | |
| **Teacher Directed:** The children will act out the story with one child being the zookeeper character and other children becoming zoo animals to practice rote counting and adding on. To extend the activity the numbers 1-10 will be written on 3x5 index cards and placed on the “animals” at the zoo. This will not only help with counting, but number recognition as well. | | | | | |
| **Guided Practice:** Same as above. | | | | | |
| **Independent Practice:** The children will be given a sentence strip with a sticker at the top marking the beginning point and an activity sheet with a zoo keeper and ten animals on it. Next, the children will color and cut out the characters on the sheet. Then the children will glue beginning with the zookeeper and then placing the animals correctly by their numbers 1-10 in a line. Using visuals in the classroom will aid the children in the proper placement of the numbers. To extend this the children could practice writing the numbers 1-10 under each corresponding animal.  **Math Stations**   * Counting Cups: Obtain 10 plastic cups. Fill each cup with a different number of objects 1-10. Prepare a recording sheet on chart paper. At the top write “The Counting Cup”. At the bottom write the numbers 0-10. Have sticky notes for the students to record the objects counted. Students can write the number or represent the number with dots. Students will place their sticky note onto the chart. Then they will place objects back into the cup and repeat the steps using another cup/number. * Sequencing Apples 1-10: Give each student 1 sentence strip. The students will then be given 10 apples to trace half on green and half on red paper. The students will then trace numbers 1-10 on each apple and then put the apples in correct numerical order on the sentence strip in extension to the counting the children will also create an AB pattern with the apples. To further extend the station, the children could add a cut and glue number word under each corresponding number. * Make play dough numbers on top of number template. This will assist with fine motor skills as well. * Using numbers for visual representation the children will practice painting the numbers 1-10. The teacher could also place a bingo dot at the correct starting point for each number as a guide. The children could then paint a picture of their choice. * Using two Hi Ho Cherry O games the children will be broken into two groups to play this fun counting game. | | | | | |
| **Closing/Summarizing Strategy:** Choose several students to share their zoo animal line. Remind the students to rote count as the teacher points to each animal. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| * Use numbers higher than 10. * How many more animals will I need to have 15, etc? * Students can respond by writing/drawing the numbers. * Discuss/write/draw how you could “count on” animals. | | | * Use numbers smaller than 10 as a target number. * Use hundreds boards with numbers so students can count as they color. * Use dot cards so students can count out the numbers. * Use numeral cards that students can tape or place on each animal. | | | * Model the task as many times as needed. * Break up each task into individual components. * Use a smaller target number. * Teacher begins counting for the students to get them started. |
| **Assessment(s):** (1)Teacher observation; (2) Counting animals correctly; (3) Listen to students rote count to 10; and (4) Review of each child’s animal line activity. | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |